

COMMON SCHOOL ADVOCATE:

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To subscribers.

This paper has been established for the purpose of promoting Primary Schools in the Southern and Western States. It will be furnished *gratuitously* to all Teachers, male and female. It can be sent by mail to any part of the country, for a very trifling postage.

Among many eminent teachers who will furnish articles for this paper, are EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College and Inspector of Common Schools. LYMAN HARDING, Professor in Cincinnati College and Principal of the Preparatory Department of that Institution; ALEXANDER MCGUFFEY, Professor in Woodward College. It is also expected that Professor Calvin E. Stowe will give the assistance of his pen. Professor Stowe is daily expected from Europe, where he has spent the last year, and will be able to furnish highly interesting information in regard to the systems of instruction in Prussia, Germany, Switzerland, and other parts of the continent.

"The paper will take no part in sectarianism or politics, but the leading object of it shall be to show the influence and importance of schools—to interest the leading prominent men in their improvement—to make known and excite to proper action, the indifference and apathy of parents—to show the want and necessity of well-qualified teachers—to point out the defects in the prevailing systems of instruction, and the evils from bad school government—to suggest remedies for these defects in teaching and government—to recommend proper school books—to describe the wrong structure and location of school-houses, and to suggest plans for their improvement—to prevail on trustees, inspectors and commissioners of schools to be faithful in the performance of their *whole* duties—and, in a word, to urge, by all proper means, every member of the community to give its earnest co-operation with our Common Schools."

All Letters and Subscriptions should be directed, (*post paid*) to the "COMMON SCHOOL ADVOCATE," CINCINNATI, OHIO.—The publishers will take no Letters from the Post Office upon which the postage has not been paid. This regulation will be *strictly observed in all cases.*

In selecting matter for this paper extracts have been freely made from the "Common School Assistant," published in the State of New York, and edited by that untiring friend of common schools, J. O. Taylor. Also, from "The Annals of Education," the "School teachers' Friend" by Dwight. The volumes of the "American Institute of Instruction," and many other valuable works not accessible to most teachers.

Eclectic School Books.

The "Eclectic Series" has been undertaken by a few untiring laborers for the Education of the "*whole people*,"—for the purpose of furnishing to the West and South, a complete, uniform and improved set of School Books, commencing with the Alphabet. If the object can be accomplished, the constant difficulties and great expense occasioned by the too frequent changes in books will be wholly avoided—an end greatly to be desired.

A part of the Series has been issued a short time. Sixty thousand copies have already been printed, and nearly all are sold. Very many of the Cincinnati schools are using these Books with gratifying success; and numerous Teachers, School Trustees and Directors in the Western and Southern States, have resolved on their immediate adoption. The unequalled patronage and approbation which has been bestowed upon the published part of this series is the best evidence of their merit.

From the Common School Assistant.

Pay your Teachers.

Extract from an Address delivered before the Association of Teachers of Hamilton county, Ohio; by THOMAS BRAINARD.

In order to become well qualified to teach even a common school, a young man must be at great expense of time and money.

The employment itself is responsible, oppressive, and often vexatious. It offers no opportunity to shine. It holds forth no crown of earthly glory. The time spent in it, is not an investment of capital designed to yield a large future profit. The monthly salary and the desire to be useful, must be the only motive to enter upon this employment. And what is the salary that is to compensate a young man of good talents—of liberal education—of pleasing address and well balanced character, for a year's labor? The paltry sum of 150 or 200 dollars. This in many parts of this state would be regarded as a good salary. It might support a laborer whose employment not only permitted, but required coarse durable apparel, and whose time was to be spent in the solitude of his own family. But will public sentiment allow the school teacher to assume the cheap, rough, pepper and salt tunic for the winter, and to go barefoot in the summer? Would it be desirable

for teachers to adopt so rigid an economy? Are they not expected to be examples of neatness and propriety of dress? Is it not assumed always that that they will associate with the best society of our villages? How can they do this with decent respectability on a salary of 200 dollars? After paying bills for board, clothing, and contingencies, can they save any portion of this sum? Is it right, is it expedient, is it honorable, thus to depress a class of intelligent men, to whom, more than any other, is intrusted the destiny of our nation—the perpetuity of our institutions? The evil of which I complain, is limited to no one section of country—to no one period of time. It has existed and wrought out its pernicious results for two centuries, among our eastern brethren, and seeks to be equally triumphant here.

So long as our farmers and mechanics rob teachers of a proper compensation, we must expect that our common schools will be sickly and powerless. Teachers whose wages will allow them to make no provision for future competence—teachers who are harrassed with duns, and in constant apprehension of poverty, will be deficient in that dignified independence of character, and in those generous exertions which a better provision would call forth. Young men of such powerful intellect and rich attainments, as peculiarly qualify them to draw out, and mould the minds and hearts of our youth, will fly from an occupation beset by the genius of Famine. They will seek other professions, and leave the business of teaching to second and third rate men.

The Schoolmaster.

"The second sort of persons, intrusted with the training up of youth, are schoolmasters. I know not how it comes to pass that this honorable employment should find so little respect (as experience shows it does) from too many in the world. For there is no profession which has, or can have, a greater influence upon the public. Schoolmasters have a negative upon the peace and welfare of the kingdom. They are indeed the great depositories and trustees of the peace of it, having the growing hopes and fears of the nation in their hands. For generally subjects are as I will be such as they breed them. So that I look upon an able well principled school-

master as one of the most meritorious subjects in any prince's dominions, that can be; and every such school under such a master as a seminary of loyalty, and a nursery of allegiance. Nay, I take schoolmasters to have a more powerful influence upon the spirits of men than preachers themselves. For as much as they have to deal with younger and tenderer minds, and consequently have the advantage of making the first and deepest impressions upon them. It being seldom found that the preacher mends what the school has marred, any more than a fault in the first concoction is ever corrected by the second.

"But now, if their power is so great, and their influence so strong, surely it becomes them to use it, to the utmost, for the benefit of their country."—*South.*

School Books.

In this country a more enlarged public spirit, a more patient attention to detail, a more generous encouragement to individual effort than are now given to the subject, must elevate our popular education, or it will not be elevated. *Practical men*, well informed, and sincerely interested, must examine the elementary works used in our schools; a wise criticism must be exerted upon them if they are expected to accomplish any great good—which undoubtedly they might. The superficial, ill-adapted, inaccurate, and oftentimes exceedingly vulgar books, put into the hands of children at school, by speculators and compend makers, debase literature; and make the true minister of things high and holy—things lovely and of good report, the very organ of belittling the human soul; of narrowing the province of intellect; of adulterating the wine of life; of deteriorating the bread that comes down from heaven in the forms of science, of poetry, and of true morality. O that some generous spirit would engage in this work, would declare the censure of the sound mind upon unprofitable teaching; would purge the infected world of the foul abuse, daily and hourly practised upon millions of the young; and who would call out and encourage the labors of the *learned* in behalf of little children.—*Hillard.*

From Beecher's Plea for the West.

Education in the West.

"The West is a young empire of mind, and power, and wealth, and free institutions, rushing up to a giant manhood, with a rapidity and a power never before witnessed below the sun. And if she carries with her the elements

of her preservation, the experiment will be glorious—the joy of the nation."

* * * * *

"But what will become of the West, if her prosperity rushes up to such a majesty of power, while those institutions linger which are necessary to form the mind, and the conscience, and the heart of that vast world. It must not be permitted. And yet what is done must be done quickly; for population will not wait, and commerce will not cast anchor, and manufactures will not shut off the steam nor shut down the gate, and agriculture, pushed by millions of freemen on their fertile soil, will not withhold her corrupting abundance.

"We must educate! We must educate! or we must perish by our own prosperity. If we do not, short from the cradle to the grave will be our race. If in our haste to be rich and mighty, we outrun our literary institutions, they will never overtake us. And let no man quiet himself, and dream of liberty, whatever may become of the West.

"The West is half as large as all Europe, four times as large as the Atlantic states, and twenty times as large as New England. Was there ever such a spectacle—such a field in which to plant the seeds of an immortal harvest!—so vast a ship, so richly laden with the world's treasures and riches, whose helm is offered to the guiding influence of early forming institutions!"

Self-Education.

The great mathematician, Edmund Stone, was the son of the gardener of the Duke of Argyle, and was seventeen years old, when his grace, walking over his grounds one day, noticed Newton's *Principia* lying on the grass, and supposing it his own copy, directed it to be taken to its place. Stone appeared and claimed it. "Yours!" said the Duke, "do you understand geometry, Latin and Newton?" "A little," answered the boy. He was farther questioned, and excited the Duke's amazement still more. "And how came you with all this?" he inquired at last. "A servant," said Stone, "taught me ten years since to read. Does any one need to know any more than the letters, to learn every thing else that he wishes?"—*B.B. Thatcher.*

Let the children of this country commence right in the common schools, and they may make the highest attainments. To start the mind right, is nearly all that is necessary. How important, then, is it, that we look to our schools.

The Teacher I Loved Most.

No teacher possessed such unbounded control over me, said a lady one day, as Miss B. I was at that time only about seven years old, but I shall never forget the attachment which existed.

Was it you alone, I asked, that was so attached to her, or was the attachment common in the school?

"We all loved her," she replied. I do not know of a pupil in the school that did not love her like a parent."

Why was this? Wherein did she differ from your other teachers, at that period?

"She was unusually kind and affectionate to us. She was very fond of telling us stories. Story telling in school was quite new to us; and so strange did it seem, that we almost feared it was something wrong. Yet no little beings were ever happier than we, while she told us stories."

Were the stories usually short ones?

"Sometimes long, and sometimes short; but they were always full of interest. We needed no urging to attend them. We esteemed it a favor to be permitted to hear them."

Were they related during what are called the school hours, or was it during the intermission or recess?

"In both; but oftenest during school hours. When we had been studying well for a long time, she would perhaps say, Now you may all of you lay down your books, and I will tell you a story."

What else did she, that made you peculiarly attached to her?

"She used to keep little sewing schools at the close of the day school; which, though very fond of play, we esteemed it a great favor to be permitted to attend. As soon as the school was dismissed, we were allowed to run home and get our work, and come to the school room and sew."

Was it the sewing in company of your mates you were fond of, or the society of your teacher?

"The latter, principally. We were never more happy—not even at home—than in her company. We thought her among the most handsome, the most neatly dressed, the most amiable, and the most excellent of the earth. No school teacher at least, was ever so good a teacher as Miss B. We would not have exchanged her for any other—I was going to say for all others—in the world.

Did she often inflict punishment?

"Seldom indeed, if ever. There was no necessity for it. I remember my father asked me and my sister, one day, how it happened

that we did not oftener get punished. We told him we loved the teacher too well to do any thing wrong.'

Do you mean to say she never punished at all?

'I do not. She did sometimes punish, tho' it was seldom.'

Was there any thing very peculiar in her method of discipline?

'She took great pains to have the school all see that the punishment was justly inflicted; that the transgressors had brought it upon themselves; and that she took no pleasure in punishing for the sake of punishing.'

'I remember, in particular, that a number of the larger boys, having done something wrong, were called out to be punished. It was Monday; and the minister of the parish had preached the day before, from that memorable text, "The way of transgressors is hard." She applied the text to the case before her, and with the most complete success. Every boy seemed to feel that he was indeed a transgressor; and that the way of transgressors was truly hard.'

She must have been a capital teacher.—Were you not sorry to leave her at the close of the term?

'Very sorry, indeed; and few if any of us could refrain from tears. We wept at the school room, and we wept after we got home; and some of us were almost unwilling to be comforted. The only hope I had was, that she would be employed again, the next summer; of which my father tried to give me some encouragement.'

Was she employed the next term?

'No; she was engaged, early, in another district. Her sister was employed, who was an excellent teacher; but not equal to the first.'

Have you ever seen her since?

'Several times. She visited the school a year or so after she had taught it. I was so overjoyed to see her, and in such a constant emotion, that when it came my turn to read, in my class, I was unable to say a word, and burst into tears. And when I saw her a few years later still, after she had married and become the mistress of a family, and perceived that age had begun to make inroads upon her once fair countenance, I could not refrain from feeling sad at the change.'

Your account of the teacher you loved most, is very interesting. But now that you are older and can reflect on all the circumstances, in what do you suppose consisted her art of gaining such an entire command of the affections of her pupils?

'It was undoubtedly her love for them, and her very great kindness. Children know when teachers really love them, as well as when it is a mere pretence. Her love for her pupils was ardent and sincere; and was manifested not only in all her words and actions, but even in her looks and tones of voice. I do not know that I ever saw a person who exceeded her in fondness for children.'

Her love was indeed strong; perhaps it was natural. It is a pity she did not find it to be her duty to follow the profession of teaching for life. Do you think a person naturally indifferent to children, may cultivate a fondness for their society?

'I do.'

Do you think we can love what we do not love?

'I think that if we understand the nature and importance of this subject, and wish to love children in order to become a successful teacher, we may by strong efforts interest ourselves in them, and come at last to a good degree of fondness for their society.'

So do I. It is fortunate, I confess, if we possess Miss B's natural fondness for the young. We can never love them too much, whether we teach or not. But I believe that if we think as highly of this quality, as a preparation for teaching as you appear to do, no individual who feels himself called to be a teacher ought to despair of success. Let him converse with children more and more, read their books more and more, and play with them more and more. Let him in one word, learn to sympathise with them—to understand them—to rejoice in their joys, and sorrow in their sorrows. No one knows—I may say more—no one can conceive of the effects of such efforts on his own mind and heart, who has not tried them.

The Teacher I Disliked Most.

Mr. HOMER never said a word to us in school, which he was not compelled to say. He used to rap for us to come in at the accustomed hour; tell us to take our seats, and prepare for recitation; say yes or no, when we asked him questions, and correct us when we read or recited incorrectly. He seemed to regard the duties of the school room as a piece of drudgery, which for his reputation's sake and for the sake of complying with a contract, he was obliged to fulfil; but as for conversing with us, in a familiar manner, as our parents did, or even as some other teachers were accustomed to do, he would as soon

have been found in a horse pond. It would have been beneath his supposed dignity.

When we used to go to him with our little difficulties, he never explained any thing. He always said, coldly, 'You must find it out.' It will do you the more good.' This however, we could have borne, had he said it warmly and with evident sympathy; but this he was not accustomed to do. Mr. Stowson, who kept the school next before him, used to help us just enough to keep us along, and prevent our being discouraged.

He was severe in his punishments. I mean he was severe in his manner. I do not think he whipped harder than Mr. Stowson did; but Mr. Stowson always punished us with seeming sorrow, while Mr. Homer seemed to care nothing at all about it. Or rather his principal object seemed to be to inflict a certain number of blows, and then stop; as if the efficacy of the punishment consisted in the punishment itself, and not in any change it wrought in the mind of the pupil. I never knew him express a word of regret at being obliged to punish us more than two or three times during a whole winter; and then his looks belied his words, as I thought; and the rest of the boys used to think so too.

He never smiled or seemed happy in school. I have indeed known him laugh, when something happened droll enough to make even a judge laugh on his bench. But these drolleries came but seldom; the rest of the time he divided between looking sourly and sadly, and frowning and scolding.

He never told us any stories in school. Mr. Stowson used often to interrupt us, when we were reading or reciting, and explain something which would interest us, and which we never forgot, for the rest of our lives. I remember how he stopped us one day, when we were reading about Charles I., and told us many stories of the judges who condemned him to death, especially of Goffe and Whalley, the two who lived many years in caves and rocks, and sometimes in cellars, in New England.

He made the very same books which we had gone over with in school several times before, appear like new ones to us all. But we lost nearly all our interest in them after Mr. Stowson left us, and the school came under the care of Mr. Homer.

Mr. Homer never played with us, in a single instance. He not only seemed to take no sort of interest in our sports, but sometimes actually appeared to envy us, and to grudge us the usual time allotted to them.—The custom was to give us an intermission of

two hours at noon, and a recess of fifteen minutes in the middle of the forenoon and afternoon; but it was pretty generally believed by us all that whenever he could cut short the intermission or the recess five or ten minutes and not be discovered, he would do it. It is true he did not love the school room too well, but he did not hate it with such a perfect hatred as he did all children's sports.

Finally, he not only despised our plays and took no sort of interest in us at the school room, or out of it, but he would not speak to us, when we met with him. Or if he ever did so, it was but seldom. He seemed to think the school room was a place which was not quite good enough for him, and teaching, a sort of penance; and the pupils, whether in school or out, a race of beings of comparatively little consequence, and of no sort of interest to him. I believe he would have been ashamed to walk with them through Main street, as some of our other teachers used to do. Indeed, I never remember seeing him lead one of his pupils a step in my life, much more take one in his arms.

That he governed the school to the satisfaction of many of the people, is most true.—But it cost him great pains and strong effort. Besides, all things seemed to go hard. We were never happy. We always felt ourselves in a sort of prison. We were never glad to have the school opened in the morning; but often heartily glad to have it closed. We never ran towards the school room, but were often glad to run from it.

I have said every thing seemed to go hard in the school. I mean that though the master's authority was always felt, and we stood in awe of him, yet it seemed to cost him great effort to sustain it. I used to pity him; for I knew his task was truly laborious. I think the fault was mainly his, rather than his pupils.

If you ask what I suppose was the reason he could not manage the school more easily, my reply is, because he did not love school.—Had he loved his profession, had the school room been his happiest place, and the pupils his most agreeable company;—in short, had he only loved the young, and found his highest pleasure in promoting their happiness, it would have greatly altered the case. 'Love, and love only, is the love for love;' and one can scarcely hope to succeed in gaining the affections of those for whom he feels no sort of interest,

Troubles of a Teacher.

1. Late breakfasts and dinners.
2. Late pupils.
3. Irregularity of coming in
4. Fire made too late
5. Chimney liable to smoke
6. Cold school room
7. No conveniences for ventilation
8. Rooms too small
9. Want of rooms for recitation and other purposes.
10. Want of proper furniture
11. Inconvenient desks
12. Seats for small pupils without backs
13. No apparatus
14. No school library
15. Scanty supply of school books
16. Great variety of authors
17. Variety of editions
18. Books badly printed or badly bound
19. Books left at home by the pupils
20. Pupils too thinly clad
21. Neglect of cleanliness in their persons and clothes
22. Bad fire place or stove
23. Scanty supplies of fuel
24. Contiguity to a public road—looking out of windows
25. No play ground
26. No shady trees
27. Mud holes and sand hills
28. Contiguity to dwellings or to a village
29. Contiguity to ponds, prisons, &c
30. Ill health
31. No sympathy from parents and others
32. Inadequate compensation
33. No assistant
34. Irregular attendance of the pupils
35. No instruction at home by parents
36. No visits from parents
37. Short and dry visits from the Committee
38. Tale bearing among the parents
39. Tale bearing among the pupils
40. Want of discipline of the pupils at home
41. Want of self-government
42. Want of love for the profession
43. Want of books and teachers on the subject of Education
44. Want of teachers' associations
45. Disunion in the district
46. Sectarian jealousies
47. Fear of removal
48. Unreasonable expectations of parents

The Use of Tools.

I have seen many a mechanic at his work, and have watched him for a long time; and this not merely once, but day after day, till I thought I understood the nature and object of his tools or instruments, and imagined I could use them; but, on making the attempt, in how awkward a predicament I found myself! Perhaps it was a plane. I could move it, but it would not perform its office in my hands as it had done in the hands of its owner. What was the reason? I certainly saw clearly its object, and how it should execute the object. Why did I not succeed with it? Only and simply because I had not 'the use of tools.'

In like manner I have seen many a school-boy who could spell nearly all the words in the 'book,' by rote, and who really considered himself a 'good speller,' who, when the very same words came to be pronounced to him promiscuously, as from a reading lesson, could not spell more than nine tenths of them. And so of arithmetic, and grammar, and geography, and indeed almost every other branch acquired at school. How few pupils are there who can apply the knowledge they seem to acquire in the school! In short, they have not yet the use of tools,

It is of great importance that the instruction of the young, in every branch, should be of such a nature that this charge should not so universally lie against them. Such a reformation in our schools as should require of teachers to make every thing they teach so well understood, that the pupils could and would apply it, in after life, is certainly very much needed.

While it was my official duty, several years since, to visit and examine certain common schools, I remember making the attempt, in one or two instances, to encourage, in teachers, such efforts. One female teacher made some progress in the plan; but for reasons which I never knew, subsequently abandoned it.

Her efforts were, however, confined to spelling and defining. She would take a class, for example, who could spell, by rote, and give the definitions of all, or nearly all, the words in the spelling table, thus: Ail, to be troubled; Ale, malt liquor, &c.;—a table, in short, in which two or more words, though spelled differently, were pronounced alike. Almost every child in her school could spell these two words, and those which followed them, by rote, and give their definitions; but when they came to be required to place them

properly in composition, nearly every one would make more or less mistakes,

The method which this teacher undertook, at my suggestion, for giving her pupils a practical knowledge of this table was as follows.

She would require them all to take their slates, and then, pronouncing to them sentences like those which I have placed below, require them to write them down.

What *ails* Samuel!

Some people drink *ale*,

Does nothing *ail* them!

Which is most healthy, *ale* or water?

Lazy pupils are unwise.

We are not lazy.

Are the books yours?

Is the *air* very cold?

Birds fly in the *air*.

Mr. Clark has made James his *heir*.

Mr. Smith's *heirs* are said to be numerous.

Let us *all* go together,

Shoemakers use *awls*.

Are the apples *all* yours?

Is the *awl* Mr. Smith's?

I have written it *all*.

These sentences, dictated slowly by the teacher, were written down, at full length, and with great care, on their slates; and afterwards exhibited to the teacher. She made the necessary corrections or returned them to their owners that they might do it.

The same plan may be pursued with other spelling lessons, as well as with that which I have described. In the same way, or rather in pursuance of the same principle, may the other elementary branches of common schools be taught. There is no need of the child's coming out of school so unprepared as many are to make any practical use of what he seems to acquire. It is of great importance to every one to acquire the use of tools,

Little Things.

Many an excellent teacher has greatly lessened his influence, by an unwarrantable inattention to little things. Should the following remarks meet the eye of any such individual, we suppose he will be likely to treat them with the same inattention. He will set them down as among our little things, and pass on to what he regards as of more importance.

And yet it is a maxim with many that the little things of life are the great things, that is in their results. And whether the statement seem paradoxical or plain, extravagant

or modest, it is more than confirmed by high authority. 'For who hath despised the day of small things!' stands recorded as part and parcel of that 'word of truth,' which we all compliment, if we do not all venerate.

Some teachers despise the idea of looking well to the physical condition of the school room. The air may be bad; but they regard it as a small matter. What though the pupils begin to yawn and stretch, or at least make the endeavor to do so? What though they manifest a disinclination to study? And what though the teacher knows the cause? It is troublesome to raise or lower the windows, or open the door. Besides these are little things. He does not ask his own body when his mind shall work. He does not mind a little bad air, though it makes him dull or stupid. He works on, till he is ready to stop. And what he can do, he thinks within himself, his pupils may.

He is disgusted, perhaps, with the old fashion of making bows and courtesies; and his disrelish therefor, proceeds to the extreme of paying no sort of attention to the manners of his pupils. They pass him, and he passes them, as if they were mutually unknowing and unknown; not so much as a nod, or even a smile. They enter the school room and leave it without the smallest formality of any sort. They proceed to recite their lessons and return to their respective places without the least regard to ceremony. They neither bid the teacher good morning, nor do they receive even this simple salutation from him. Oh, these are little things, as he thinks, and of no sort of consequence!

Perhaps he is not ignorant of the moral effects of personal cleanliness, and neat clothes and books. But then he has something else to do, without watching over such things.—They are the smaller matters.

Perhaps they are acquiring, daily and hourly, or at least confirming a thousand bad habits, especially physical ones. They are learning to pick their nails, or their ears, or rub their eyes, or incline the head, or shrug the shoulders. But how can the teacher take the pains to correct them? Would it not be folly, he says to himself, to neglect reading and writing and ciphering for the sake of putting to rights these little things?

It is by no means uncommon to find the pupils of our district schools addicted to the use of bad words. We do not say profaneness, for we mean not quite so much. But there are words that without being exactly profane, lead to profanity; and without being

obscene, lead to obscenity; and some, too, which without being vulgar in the full sense of the term, lead to vulgarity. Perhaps the teacher has discovered all these things in his pupils, and perhaps he has incautiously contributed to them; but never mind, they are little things. These pupils are but children, and who can expect children to be men!—They will come right of themselves by and by.

It is not a little fashionable for teachers to say that they have nothing to do with the manners and morals of their pupils, when out of school. This they leave to their parents and masters. We do not undertake to settle the question how far the teacher should go, in his efforts to regulate the conduct of his pupils out of doors; but we cannot concur at all in the fashionable opinion that he should do nothing. Still less ready are we to concur in the equally fashionable apology that all these are little things.

We admit the importance of studying the elements of science in school. But we cannot admit that these are so entitled to the name of great things and all the rest to that of small things, that the studies of school are so to absorb the master's whole attention as to exclude him from every thing else. It would in our view be much more rational—if the object of education is to form character—to attend exclusively to these small matters, and neglect books and lessons.

There is no necessity, however, for either. He who loves his profession, knows its responsibilities, and seeks to do his duty to his pupils, his employers, his country and his God, will find time to attend to every thing. He will not willingly neglect the smallest matter, which goes to form character. He will not be in danger of falling into the fashionable error of schoolmasters, of 'despising the day of small things.'

Resolutions of a Young Schoolmaster.

Resolved 1 To devote myself, with all my powers and faculties, to the duties of my profession,

2 To study, attentively, my profession,

3 Cultivate a love for it,

4 Reverence and study human nature,

5 Study, especially, the nature of the young,

6 Seek, and learn to seek, the society of the young,

7 Preserve in myself, as much as possible, juvenile feelings and habits,

- 8 Read works of authors who write well for the young,
- 9 Visit and seek the society of parents
- 10 Seek their sympathy and co-operation,
- 11 Seek the society and sympathy of other teachers,
- 12 Visit, as much as I can, their schools,
- 13 Attend, as much as possible, teachers' meetings,
- 14 Retire early and rise early,
- 15 Seek daily instruction from divine truth, natural and revealed,
- 16 Seek divine guidance and direction,
- 17 Be industrious and diligent,
- 18 Be temperate in all my meats and drinks
- 19 Be temperate in mind as well as body
- 20 Govern my passions,
- 21 Endeavor to practice daily self-denial,
- 22 Be always ready to make sacrifices,
- 23 Keep a daily journal of my proceedings,
- 24 Review my conduct every night
- 25 Repent, truly, of every error,
- 26 Learn something every day,
- 27 Get some victory over myself every day,
- 28 Endeavor to make each pupil a little wiser and better to day than he was yesterday,
- 29 Waste or lose no time,
- 30 Do what my hands find to do, with all my might,
- 31 Never be in too great a hurry,
- 32 Be punctual to the hours of opening and closing my school,
- 33 Be punctual to all hours assigned for lessons,
- 34 Fulfil all engagements with my pupils
- 35 Keep all promises,
- 36 Govern, as much as possible, by the law of kindness,
- 37 Make all other laws with great reluctance,
- 38 Make laws no faster than the exigencies require,
- 39 See that a law made is well understood,
- 40 Execute laws or else repeal them,
- 41 Seek first the causes of evils in school, in my own conduct and temper,
- 42 Endeavor to take my pupils just as they are, that is, mixed characters; neither in whole virtuously disposed, nor wholly vicious,
- 43 Endeavor to be on the safe side, by being slow to believe them wilful, malicious, &c
- 44 Teach them to govern themselves
- 45 Overcome their evil as much as possible, with my good,
- 46 Teach them to respect themselves

- 47 Teach them to have before them a high standard of duty and attainment,
- 48 Teach them to measure themselves, by their past selves rather than by other persons; and by what their future selves should be, rather than by either,
- 49 Teach, as much as possible, orally
- 50 If books are used, endeavor to use the best,
- 51 Seek for uniformity of books, at least in a class,
- 52 Have the lessons, of all kinds, short
- 53 Have them well understood and well studied,
- 54 Explain every thing as much as possible,
- 55 Have the pupils, if possible, interested in every exercise,
- 56 With this view, strive to be interested myself.

Character of School Books.

There is a series of essays—rather of lectures—on common schools, now publishing in the "Observer," which is well worthy of attention. On the various means which can be adopted for elevating common schools, the writer suggests the following.

An efficient way for teachers to scatter good seed in our schools, is to keep their eye upon the moral character of school books. It is true, school books of a decidedly immoral tendency, will not be likely to get abroad much in the present tone of moral sentiment in the community. Yet there may be a choice in respect to the moral influence which school books are likely to exert. Teachers and parents should look after this thing with a holy jealousy.

A book that bears the mark of sectarianism is not suitable for schools. But school books certainly should have the mouldings and the impress of morality. What if they are books of science, or the arts, or of literature? This certainly need not prevent the spirit of morality breathing through them. Books of this stamp, which are compiled with judgment and taste, are to be preferred to all others. Any references made to religion, should always be adapted to give correct impressions of its nature and importance.

Especially should the use of the Bible, as a school book, be encouraged. Aside from its divine origin, it is adapted to schools by the simplicity, beauty, and majesty of its style, and the variety of its matter. Teachers may, indeed, use it injudiciously. Some confine

the school to the New Testament, or the Evangelists. Now, although these are suitable, yet amidst the rich variety which the whole Bible furnishes, there are other portions which might be selected to add interest to the biblical department of reading. Used as a school book, it opens the way for incidental remarks, and free conversation on the words of eternal life.

Now is it not a fact, that most persons know very little of the moral character of the books used in school? They have entrusted this thing to the school committee, they say. It is very true, it is the duty of the committee to attend to this matter. But they can do little alone. The better part of the community must become more interested, and give them their countenance, their aid, and their encouragement.

COLLEGE OF TEACHERS.

The Seventh Annual Convention of the College of Teachers will take place in Cincinnati on the first Monday in October next.

It is unnecessary for the Executive Committee to repeat what is now universally acknowledged, that the business of this College is of an essentially useful and patriotic character, and such as has drawn upon it, the warm and disinterested friendship of individuals, in other respects widely separated from each other, but who have found in advancing the common cause of Education, a wide field and room enough for all their efforts of benevolence, and the harmony of combined action. This is essentially the cause of our country and of all good men, whatever their names and bearing.

The Executive Committee have received many communications from abroad; and have the assurances of aid from several distinguished individuals, who, either in Lectures or written communications, will enliven the interest, and add to the usefulness of the meeting. It is hoped that our own citizens at home, will not be backward at least to second these movements felt at a distance: and to remember that it is one of the most effectual means to alleviate a temporary depression, to turn the thoughts away from it, and to direct them on the advancement of the Public Good, and the increase of Virtue and Intelligence among mankind.

ALBERT PICKET, Sen.
ELIJAH SLACK,
THOMAS MAYLIN,
N. HOLLEY,
A. KINMONT,
S. H. MONTGOMERY,
D. L. TALBOTT,
ISAAC VAN EATON.

The following will form a part of the Exercises of the next meeting. Several other distinguished individuals will contribute to the interest of the occasion. Their subjects of Lecture have not been received in time for this notice.

LECTURES.

1. Rev. S. W. LYND—"Introductory."
2. Rev. BENJAMIN HUNTOON—"The importance of moral Education keeping pace with the progress of the Mechanic Arts."
3. Dr. Wm. WOOD—"The influence of Education on the Mind."
4. SAMUEL LEWIS—"On the expediency of adapting Common School Instruction to the wants of the entire community."
5. Rev. JAMES FISHBACK—"On the propriety and necessity of making the Bible a School Book in institutions of learning."
6. Rev. J. M. PECK—"On the importance of a more thorough and critical knowledge of the English Language in our Schools and Colleges."
7. S. EELS—"The dignity of the office of the Professional Teacher."
8. Rev. C. E. STOWE—"On the Prussian system of Education."
9. Rev. J. ADAMS—"On the nature of the relation subsisting between the Trustees and Faculty of a University, College, or Academy—as such institutions are constituted in the U. States."
10. Rev. L. L. HAMLINE—
11. Rev. LYMAN BEECHER—
12. Rev. CHARLES ELLIOTT—
13. Rev. P. S. TOMLINSON—
14. Rev. E. W. SEHON—
15. Rev. B. P. AYDELOTT—
16. Hon. ROBERT T. LYTLE—
17. Hon. BELLAMY STORER—

The College of Teachers.

It will be seen, that the Seventh Annual Meeting of the College of Professional Teachers is to be opened in this city on the first Monday of October next.

This Association embodies a large number of the most respectable and successful Teachers in all the grades of popular and academic instruction in the Western country, and has been eminently successful in arousing and concentrating a spirit of enquiry upon the state and prospects of Education.

The discussions to which it has given rise, and the reports which it annually elicits, have not only provoked investigation, but have gone far towards settling what was unsettled in the mode and means of Education, and reducing to a consistent and clear outline, a plan of universal and popular instruction for the people. It affords the most eli-

gible opportunity for the record of statistical information; and the fund of experimental knowledge, compared and digested by intelligent members of the profession, will constitute a safe basis for efficient legislative action.

It is a *united* effort upon the part of Teachers, to *vindicate* and *individualize* a profession which has been a standing theme for ridicule and caricature in many countries, and exposed to disintegration in all.

The schoolmaster is not only *abroad*, but schoolmasters are *together*—and after a communion which yields both entertainment and profit, they separate, realizing anew, the dignity and responsibility of their work, and bearing with them an ardor and enthusiasm which constitute a new pledge to the public for the faithful discharge of their duties.—Then is the right spirit manifested in this enterprise, a spirit which has awakened the *sympathy*, by challenging the *respect* of the public—and which, if properly directed, will eventuate in the most auspicious results to the cause of a sound and universal instruction.

COMMON SCHOOLS.

TO SCHOOL DIRECTORS IN OHIO.

GENTLEMEN,—My travels in different parts of the state has enabled me to learn some of the difficulties in school operations.

Enough of the year is yet left to effect much good, if you are active; in several hundred miles visiting and diligent enquiry, there has been found the most unanimous opinion in favor of Common Schools.—

When fault is found, it is because they are not more improved, and elevated to a higher standing. Such is public opinion—and yet in many districts where there are from 40 to 100 children, there is no school house—the funds lie unexpended, the wealthy send their children to other districts, and the poor are without schools. The difficulty is sometimes owing to the people in the district differing as to the selection of a site for the house; and though all want to build, and are ready to furnish funds for that purpose, the whole is delayed by the disagreement of individuals on this point. Sometimes a meeting of a sufficient number cannot be had, as all parties being in favor of the measure, no opposition is anticipated, and the people fail to turn out, not because they are opposed to (if there were a little opposition it would wake them up) but because one half never get the notice, and others are too much taken up with work. I have not found a district that has, when assembled, refused to vote for proper action, if the spot for building

be agreed on; the fact is, there is but one opinion on this subject; and then it may be added there is but one difficulty, viz, want of decided action; if action can be had at all, it will be right, and the directors can induce that action at any time.

Suffer me, gentlemen, in behalf of those parents in your districts and others, who have stated their difficulties to me, to request you as you value the prosperity of your country, to exert yourselves in removing the obstacles, so that you can, even this fall, get up your school houses. In many districts, the people are ready to raise the money by subscription, if you will lead on. Your influence is sufficient in your district to reconcile the difference of opinion, in matters of detail, and a day or two by each patriotically given to this business, will assemble a full meeting, agree on a site, and raise the money for a school house. Your school funds are increasing, and will, in many places, be double this year what they have ever been before. There are a large number of good school houses erected and being erected in the state; no state of our age ever boasted so many. But many districts are without, and only so because public will in the respective districts is not concentrated.

Let me again urge you to attend to the circulars of your county auditor; you should have received them before this; if you have not, please take some pains to get them early, so that you can have time to make out your report by your school election in October. The law provides that these reports must be made out before you can receive any money this fall or winter.

There are in the state at least 7000 school districts, with five school officers in each, making 35,000 school officers, besides teachers. The very fact of your election is evidence that you possess the confidence of your neighbors. You could not as honest men accept office, unless you are friendly to the school system;—that it may have defects and require amendment is probable; but on the general principle of the universal education of our citizens, you are to a man agreed. The whole civilized world look to you for effective action.—"See what Ohio is doing for education!" has become the common remark of persons residing out of the state, as well in Europe as America. Let state pride add to all the other incentives to decided ACTION, and we can show our sisters on the east, as well as on the north, that in this work Ohio will not be outdone; the Superintendent will continue his plan of visiting, and so spend the fall in doing what he can to promote the general object.

It cannot be expected that he can do any thing by way of altering the law. His duties are of another kind. He will be happy to aid in executing the laws as they are, until the legislature shall change them; and he will faithfully lay before that body all the information that may be furnished by the districts. Even their complaints shall be promptly presented, and may be the most important part of the report. The Superintendent would hesitate in urging this subject, if he did not know that he was acting in accordance with the general sentiments of the people in the state. They require all this and more at his hands. Hundreds of you, gentlemen, with whom I have conversed in different parts of the state, have been the most urgent in favor of every measure calculated to wake up your colleagues to a sense of their responsibility, and you will, I know, accept this in the spirit that it is written, and serve yourselves in serving your country.

SAMUEL LEWIS,

Superintendent of Common Schools in Ohio.

Professor Davies' Mathematics.

The following works by Professor Davies of the Military Academy at West Point, are esteemed of unequalled merit. It is hoped they will be introduced into every institution where the higher branches of mathematics are taught.

Davies' Bourdon's Algebra, being an abridgment of the work of Mr. Bourdon, with the addition of practical examples.

Davies' Legendre's Geometry and Trigonometry, being an abridgment of the work of Legendre, with the addition of a Treatise on mensuration of planes and solids, and a table of Logarithms and logarithmic sines.

Davies' Surveying, with a description and plates of the Theodolite, Compass, Plane Table and Level. Also, Maps of the Topographical signs adopted by the Engineer Department.

Davies' Descriptive Geometry, with its application to spherical projections.

Davies' Shades and Prospective.

Davies' Differential Calculus.

Arithmetic.

In this important branch of education, we have met with no book that can be compared in point of real merit, with "RAY'S ECLECTIC ARITHMETIC, on the inductive and analytic method of instruction, designed for common schools and Academies."—By Joseph Ray, Professor of Mathematics in Woodward College, late teacher of Arithmetic in that Institution.

This book is the result of some four years labor. The author is a very ingenious and

successful teacher. He has instructed children of all ages and grades in this department. His book is the result of actual experiment and observation in the school room."

ECLECTIC SCHOOL BOOKS.

The following is a list of the "Eclectic Series" now published:

ECLECTIC PRIMER, stereotyped.

First Eclectic Reader,	do.
2d do. do.	do.
3d do. do.	do.
4th do. do.	do.

The above readers are by William H. McGuffey, President of Cincinnati College. Mr. McGuffey is well known as a benevolent laborer for the promotion of Education in the South and West. In the preparation of the "Eclectic Readers," he has performed a most acceptable service to the public.

The "Eclectic Spelling Books" is now ready for the press, and will be published in a short time.

RAY'S ECLECTIC ARITHMETIC, on the inductive and analytic method.

RAY'S LITTLE ARITHMETIC, containing intellectual exercises for beginners.—Prepared expressly for the Eclectic Series.

RAY'S TABLES and RULES in Arithmetic, for children.

MASON'S YOUNG MINSTREL, a new collection of Juvenile Songs, with appropriate music—prepared for the Eclectic Series.

The above books will be furnished, gratuitously, to Teachers and School committees, by TRUMAN & SMITH, Booksellers, 150 Main, between 4th and 5th Sts., Cincinnati.

From the Scioto Tribune.

Eclectic Series of School Books—By W. H. McGuffey. From the general and apparently systematic course of puffery, undergone by these works, many persons have been led to class them with the numerous trashy productions emanating from the press. The College of Professional Teachers has come in for a share of the odium belonging to the work of bolstering books produced by a few of its most active members. We are happy in disabusing ourselves, and that portion of the friends of education with whom we communicate, of any unjust impressions that may have been formed touching the value of these [the Eclectic] Readers. After looking into them with the attention and care allowed by our avocations, we are constrained to pronounce the entire series, the most beneficent contribution in the science of school instruction, now extant.—

The Four Readers are admirably adapted to each stage in the progress of the learner.—Each successive lesson and class-book, secures and rivets the knowledge previously acquired. The learner is charmed with the book, by a consciousness of understanding what he reads, and there is mingled throughout, purity of sentiment, clear exhibitions of moral truth, lively and natural narratives of life, which must polish and refine the intellect, and awaken the amiable affections of the pupil. The various excellencies of these books, are evidently the result of a mind deeply imbued with the true philosophy, which contemplates the mind as the germ of an immortal spirit, and teaches among the earliest lessons the blessed truths of the Word, in the impressive simplicity, which defies forgetfulness.

The selections of the Third and Fourth Readers are from classic sources, English and American, and copious instructions in Grammar and elocution are interspersed in an attractive proportion. We have no doubt these books are destined to universal use in common schools and families, and we shall be gratified in being instrumental in forwarding their immediate adoption, in this quarter, by the notice we are now enabled to give them.

From Mr. Farnsworth, of the Louisville Institute.

Pres't McGuffey:—Sir, it affords me much pleasure to learn that you have again visited our city, and that we have the prospect of a few lectures from you on education. We have great need of correct views and a right spirit in Kentucky on this subject. But enterprise and action must be added seasonably.

Let me add, that I have waited for the appearance of your "Fourth Eclectic Reader," to express my share of gratitude for your contribution to the American public, of decidedly the best series of books for instruction in reading, with which I am acquainted. My high anticipations have, in this [the 4th Reader] been fully realized. When manuals and text-books in all the departments of education, so happily adapted to the purposes for which they are designed, shall be furnished, I hold myself pledged as I do most cheerfully in the present instance, to use my influence to give them an exclusive patronage. Respectfully and truly yours,

B. F. FARNSWORTH.

Louisville, Aug. 19, 1837.

[The following very just remarks are extracted from a notice of McGuffey's Readers, signed by many highly respectable Teachers.]

"Having used the 'ECLECTIC READERS,' by Mr. McGuffey, in our respective schools in the city of Cincinnati, we are prepared to speak of them with unqualified approbation.

"We know of no reading books so well adapted to the purposes for which they are designed, as the 'Eclectic Series.' The unparalleled progress of our pupils in accurate reading and thinking, during the short period we have used these books, induces us to urge their claims upon those parents and instructors who intend to employ the most efficient instruments for the advancement of the young in the art of reading.

"The general introduction of the Readers would greatly promote this most important branch of a primary education."